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SCHOOL LIFE

VOLUME XVI

NUMBER 7

In this Issue

WASHINGTON:
CITY OF LIBRARIES

THE HOME:
A LIABILITY OR AN
ASSET

N. E. A. CONVENTION
HIGH LIGHTS



ONLY 65 PER CENT OF INDIAN CHILDREN ARE IN SCHOOL

MARCH

1931

In this Issue

SHALL WE LOOK
THE OTHER WAY?

NEW GOVERNMENT
PUBLICATIONS USEFUL
TO TEACHERS

A NEW PLAN FOR
INDIAN EDUCATION

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

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See page 140 for prices





FOREWORD TO THE "WRITINGS OF GEORGE WASHINGTON"

By

HERBERT HOOVER

PRESIDENT OF THE UNITED STATES



THE PEOPLE of the United States are justly proud of their literary men and women. They likewise are proud of their outstanding statesmen. Literary power and statesmanship were combined in George Washington, the greatest political leader of his time and also the greatest intellectual and moral force of the Revolutionary period. Everybody knows Washington as a quiet member of the Virginia Assembly, of the two Continental Congresses, and of the Constitutional Convention. Few people realize that he was also the most voluminous American writer of his period, and that his principles of government have had more influence on the development of the American commonwealth than those of any other man.

Unfortunately Washington for many years was interpreted to his countrymen chiefly through warped biographies written upon a great deal of legendary assumption. Until very recently no readable biography of George Washington in reasonable compass made him stand for what he was. . . . Nowadays good biographies of Washington are available, written from the sources. Many of them are devoted to a particular phase of his activity—the military side, the political side, the personal side. Hence when the United States George Washington Bicentennial Commission began its work it did not attempt to inspire new biographies. It selected as its most important literary duty the making Washington better known, by spreading abroad his own thoughts and plans and hopes and inspirations in the exact form in which he framed them.

Thus one of the first decisions of the Commission was to provide an edition of Washington's writings as complete as possible, in a form which would make it available for the present generation and forever hereafter. Of the two previous editions of Washington's Writings the first, a hundred years ago, was the twelve-volume edition, edited by Jared Sparks, a pioneer in collecting and publishing historical documents. Proper canons in historical editing were not yet developed, and it hurt the feeling of Sparks if the great

man misspelled or seemed to him ungrammatical. Therefore the Sparks edition can not be relied upon to tell us what Washington actually did say. The edition of Worthington C. Ford, forty years ago, was scholarly and carefully edited, but materials were then lacking for a complete edition, the production was limited by commercial considerations, and it is now out of print.

The Commission has set out to publish a definitive edition of all the written and printed words of George Washington in the form in which they left his hands, including several volumes of General Orders, almost the whole of which up to now had remained in manuscript only. Most of his original writings of every kind are fortunately preserved in the Library of Congress. Other libraries and private owners of manuscripts have permitted photostats to be made for inclusion in the great publication. . . .

One deviation has been made from the plan of including all of Washington's writings in this edition. The Diary has been recently published by a skillful editor, enlivened by interesting notes. It has therefore been left out of the new set. On the other hand, the General Orders, which are of great significance for the history of the Revolution, are now for the first time made available in print, and will be distributed in the order of their dates. . . .

If nothing had been written by others about Washington's leadership in forming a new Nation, his papers and correspondence while President would forever establish him as a great constructive statesman. His private virtues are set forth from the earliest boy's letters down to the last entry that he made in his diary. Washington with his wife's children and grandchildren stands out as clearly as Washington at Yorktown. . . .

A hundred years after 1932 Washington will still be appealing to the sense, the interest, the public spirit, and the patriotism of that later age, by the great thoughts of his mind, by his great hopes for his country, and by the simple, straightforward, elevated, manly, and patriotic spirit of which these writings will be the imperishable record.

Volumes of the "Writings of George Washington" will be offered for sale by the Superintendent of Documents, Washington, D. C.

SCHOOL LIFE

Issued Monthly, except July and August, by the UNITED STATES DEPARTMENT OF THE INTERIOR, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR • Commissioner of Education, WILLIAM JOHN COOPER

VOL. XVI

WASHINGTON, D. C., MARCH, 1931

No. 7

Shall We Look the Other Way?

Findings of White House Conference Applied to Average School System of 5,000 Children Disclose Big Gaps in Education's Provision for Exceptional Children¹

By WM. JOHN COOPER

United States Commissioner of Education

CREDIT STAGGERED and fell; trade was prostrated; prices shot upward; bread riots broke out; business houses by the score were driven to the wall.

Those words were written to summarize not the unsettled economic conditions of our day but those of nearly a hundred years ago. Yet in the very midst of hard times, of bitter political rivalries and of growing emotional excitement over the slavery issue, Horace Mann and his contemporaries were to establish public education on this continent, founding a movement which aims to bring intellectual stimulation to all the children of all the people. By this experience let us profit. Let us not despair of progress to-day because conditions seem adverse but press on in the good fight for children's rights.

We have not reached the goal set by Mann in his first annual report written nearly a century ago. "Teaching," he wrote, "is the most difficult of all arts, and the profoundest of all sciences. In its absolute perfection, it would involve a complete knowledge of the whole being to be taught, and of the precise manner in which every possible application would affect it."

5,000 School Children

When President Crozier asked me to summarize two great Washington meetings of 1930, I concluded that he wanted to bring before you their significance in our efforts to attain "a complete knowledge of the whole being to be taught." The first International Congress on Mental Hygiene was attended by 48 official delegates representing 42 nations. The somewhat less formal convention commonly called the White House Con-

ference on Child Health and Protection at the call of the President of the United States and under the chairmanship of Dr. Ray Lyman Wilbur, Secretary of the Interior, was attended by some 3,000 persons from all parts of our country.

The Superintendent's Problem

In the opening address of the White House conference the President of the United States declared that its fundamental purpose was to secure "an understanding of those safeguards which will assure to them [the children] health in mind and body." He defined the problem as concerned particularly with three groups: "First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, to the problems of the delinquent child."

I pass over for the moment the first, so-called normal group, estimated at approximately 35,000,000 children. They constitute some 78 per cent of all the children under your charge. What the conference would have us do for the other 22 per cent is of deep concern to you. In order to avoid the staggering figures prepared by the committees for a nationwide condition, I arbitrarily reduce them pro rata to fit a city school system of about 5,000 children. Those who have more children or fewer can compute their own figures from this base.

The White House conference says to you, Mr. Superintendent of 5,000 children, that you may expect to find 22 per cent, or approximately 1,000 who need special attention to their physical well-being. Two-thirds of them, or nearly 700, are improperly nourished, some hundred more have weak or damaged hearts. Thirty-five or forty are tubercular, and twice as many more are "suspicious cases"; some 40 are so deficient in hearing as to require

special treatment and education, and 2 are totally deaf; an unknown number need some attention to their eyesight, but probably 10, including 2 totally blind, are in need of special teaching, and another 35 are seriously crippled. In brief, there are between 200 and 300 in need of medical care, of whom some need hospitalization and special treatment. The section which considered the needs of these children reports that the handicapped child has a right—

1. To as vigorous a body as human skill can give him.
2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.
3. To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it.
4. To grow up in a world which does not set him apart, which looks at him, not with scorn or pity or ridicule—but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities.

We are told that experience has demonstrated that children of lowered vitality can be educated at the same time that their health and strength are being built up in open-air or other special classes; that such classes are maintained in larger cities at an average annual per capita cost ranging from \$100 to \$305. I noted that you have approximately 40 children who need immediate attention and specific instruction because of seriously impaired hearing. This does not include an uncounted number whose school work would be improved if they were more favorably seated in the light of audiometric examinations. The two who are totally deaf should go to a special school for the deaf. The conference finds that these residential schools are fairly good but urges scientific study of their aims and plans, better financial support for them, more inclusive curricula, better prepared teachers, and more attention to vocational training, guidance, placement, and follow-up work.

¹ Address before the Department of Superintendence, National Education Association, Detroit, Mich., Feb. 26, 1931.

For the others who have defective hearing, 44 city school systems now report special classes in lip reading and 60 cities in all offer such instruction in the evening school. The extension of such opportunities to every child handicapped in hearing, whether he lives in the city or country, and making available these facilities at a much earlier age are recommended. This means that children with this handicap must be discovered in the preschool period through systematic medical inspection.

Some Who Are Neglected

No time was devoted to those whose school work could be improved by supplying glasses. The conference defined a partially seeing child as "one with defective vision who can be taught through the eye rather than through the finger, but who can not or should not make extensive use of ordinary print." Of this type of children you may have 8 or 10 along with 2 or 3 who are totally blind. Yet in the entire Nation fewer than 6,000 of these children are being educated, and only some 425 of them are found in day-school classes.

For those who must be rated as blind the number of residential schools is found sufficient, although the faculties of many of them should be improved and the facilities for recreation in most of them need development.

Nineteen cities report Braille classes for blind children and 95 cities report 348 sight-saving classes serving altogether some 5,000 pupils of partial vision. Even in cities where this work is well done in the elementary school, junior and senior high-school opportunities are inadequate. Provision for advisers and student readers for the older pupils is urged. In guidance, vocational training, and placement "discouragingly little headway has been made."

A study of the needs of these children throughout the entire 12 grades is urgently recommended.

Special Education for Cripples

Of the large number of crippled children, about a third only need special education. Among your 5,000 this may involve only a dozen. The remainder may and should be treated as normal children. But in spite of private philanthropy and some hundreds of laws enacted by the States during the past 30 years, hospital facilities are still inadequate; discovery of those who might be cured is made too late; provision for operations and after care, and for guidance, vocational training, and placement are inadequate. It is recommended that this work be handled on State basis, and nine planks in a "complete State program" are set forth in the report.

"Mental health," said the conference, "may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness, and socially considerate behavior and the ability of facing and accepting the realities of life."

Those With I. Q. Above 120

When you attempt to apply this test of complete society you may be reminded of the story of the old Quaker farmer who remarked to his wife "Everyone is queer except thee and me and thou art a little queer at times." Yet schoolmen are well



CONQUISTADOR

The high excellence of art work now produced in public schools of the United States deserves wider recognition. This woodcut portrait is by Leslie Bauer, a student in class 11A, West Technical High School, Cleveland, Ohio. Paul V. Ulen is head of the art department.

acquainted with the principle that a scale must be capable of measuring every unit and so theoretically a perfect score should be unattainable. The definition gives us a basis for introducing of mental hygiene and furnishes an ideal toward which we may work. Both conventions gave attention to this subject. Both conventions directed attention to the growing need of psychologists, psychiatrists, visiting teachers, nursery schools, for better guidance programs, and for parental and pre-parental education. "We labor still," it was declared, "under an unfortunate social tradition that the care of the child in the home is simple, automatic, and instinctive." But I must not give you the impression that there was any suggestion that the school relieve the home of its responsibilities in the matter. "Our function should be to help parents, not replace them" declared Secretary Wilbur.

"The parent plus the community," he added, "must be stronger than either the parent or the community alone."

But in administering your schools, the children who cause most concern are those who do not fit into the regular organization. These deviates are the mentally subnormal and the supernormal and the socially abnormal. The White House Conference recommendation in brief was the establishment of a central research bureau in each State supplemented by a "well-organized program of community supervision." For all defective pupils the conference declares that this central research bureau should furnish

"the facts that will enable us to decide what to do about education, industrialization, institutional care, and community supervision." And for all groups of physically and mentally handicapped are urged "early diagnosis, specialized treatment, and individual health education, the largest possible cultural education that the child is able to enjoy and absorb, specialized vocational guidance, vocational education, and advantageous placement with careful follow-up." President Hoover himself said, "We must get to the cause of their handicaps from the beginnings of their lives. . . . We must not leave one of them uncared for."

Neglect of the Gifted

Assets of the Nation which appear to be liabilities to the communities are the mentally gifted. The White House Committee reported 1,500,000 children in our schools with I. Q. above 120. "There," remarked the President, "lies the future leadership of our Nation if we devote ourselves to their guidance." Among your 5,000 children you should find 150 to 200 who belong in this class. Yet only 40 cities reported special classes

for them with a total enrollment of some 4,000. In small towns and rural areas these children are apparently not even recognized. Yet responsibility for proper conservation of their talents rests primarily on the educator.

Speaking before a session of the Mental Hygiene Congress, Prof. Leta S. Hollingworth said: "Where the gifted child drifts in the school unrecognized, held to the lock step which is determined by the capacities of the average, he has little to do. He receives daily practice in habits of idleness and daydreaming. His abilities are never genuinely challenged, and the situation is contrived to build in him expectations of an effortless existence. Children up to about 140 I. Q. tolerate the ordinary school routine quite well, being usually a little young for grade through an extra promotion or two, and achieving excellent marks without serious effort."

But above this status, children become increasingly bored with school work, if kept in or nearly in the lock step. Children at or above 180 I. Q., for instance, are likely to regard school with indifference or with positive distaste, for they find nothing interesting to do there.

"On the other hand, if the child be greatly accelerated in grade status, so that he is able to function intellectually with real interest, he will be misplaced in other important respects."

Society at Judgment's Bar

With regard to the group termed delinquent, the President sounded the keynote of the conference when he declared in his opening address, "We need to turn the methods of inquiry from the punishment of delinquency to the causes of delinquency. It is not the delinquent child that is at the bar of judgment but society itself." A committee declared that the old idea that "delinquency and crime result from inborn general physical constitution" has been overturned by scientific study, although they did recognize the influence of glandular deficiencies and physical defects on abnormal behavior. Society's attitude toward the delinquent is still wrong in spite of some progress made by police and courts in recognizing that a child is not an adult. "Delinquency," we are told, "is part of a continuous flowing life, and it is artificial, bungling, unreal, to consider it as other than an integral part of that life. Until—in all friendship—that life is relived, the delinquency can not be understood; until the delinquency is understood, it can not be cured."

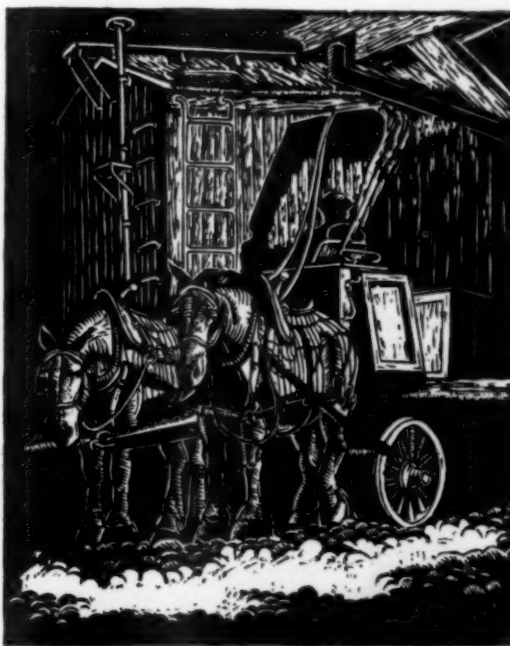
Among your 5,000 children there are 20 or more likely to be in trouble each year. Your medical staff and the psychiatrists and social workers you add to it can help remedy this situation. But for the present the average administrator can do most by forming classes in parent education and by discussing the situation at parent-teacher association and other community meetings.

Not only did the conference recognize children of all sorts and conditions during every day of their minority, but it also tore away such barriers as geographical lines, color lines, and class distinctions. That children in rural areas and small cities do not have advantages now extended to those who live in large, wealthy, and progressive cities was pointed out, but no solution was discovered. "The protection of the health of infants and young children living in rural districts," said Doctor Freeman, chairman of the

committee on rural health organization, "is a far more difficult task than it would seem to those who have never undertaken such work under field conditions."

Shall We Look the Other Way?

Committees also found insufficient trained personnel and inadequate facilities for dealing with the health problem among Negroes, Indians, Mexicans, and Porto Ricans. In spite of apparently discouraging findings, the reports of these subcommittees are evidences of another service which the conference has rendered, namely, defining issues requiring further research and giving publicity to needs. Attention was directed to the need of



HORSES

Ralph Andersen, class 12B, West Technical High School, Cleveland, Ohio, is the young artist who made this woodcut. Progressive school art classes are hunting and recording beauty in everyday life.

better protection for orphans and other dependent children, especially against those who would exploit their labor. More consideration for the suffering of children due to parental unemployment, accident, or illness of the family breadwinner, and to broken homes was advocated; better recreational and social opportunities for all children are recommended.

Society's responsibility was voiced at the November conference by an American physician-educator, the Secretary of the Interior, who summarized the major problems before the conference, naming first "the problem of how to steady our children against the high power impact of new forces which have developed in our modern civilization."

As practical schoolmen, what is our responsibility? "Am I my brother's keeper?" I know that such query is in the minds of many of you. As partial answer I quote the concluding paragraph from a five-page analysis of the findings of the White House Conference presented by one city superintendent to his staff in an editorial. Supt. A. H. Hughey, of El Paso, writes:

The schools here have taken stock of their work on the problem. The results are comparatively small when the needs are considered. It would be easier for the schools to take no responsibility at all in this matter. If the schools are to have a partial responsibility, however, for the quality of the next generation, not alone in typical school instruction, but also in meeting some needs of the handicapped two children out of every nine children here, then public sentiment will have to express itself in definite tangible form. How about it? Shall we look the other way?

Careful Buyers Use U. S. Nickel Coupons

Coupons purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C. (20 for \$1), may be used very conveniently in paying for Government publications. They can be inclosed in the order letter, and fill every requirement of the Superintendent of Documents for the ordering of and payment for public documents.

Robert E. Brooks, cashier of the United States document headquarters, is in charge of all receipts for Government publications, and is therefore the "keeper of the coupons." He reports having handled more than 35,000 orders for coupons in his division during the last fiscal year, and the sale of nearly \$25,000 worth of the "5-cent squares." Each coupon is good until used by a purchaser.

The coupon method of remitting obviates the necessity of preparing a money order, check, or draft, or risking the sending of currency through the mails for a desired publication.



Blocks of coupons which may be purchased from the Superintendent of Documents, can be used to pay for Government publications.

It has also been found extremely convenient and saving to foreign purchasers of United States documents who receive coupons instead of small monetary returns due from a cash remittance for a publication, most of which would otherwise be used in money-order fees.

Taking Stock of Education in America

Sixty-first Annual Convention of the Department of Superintendence, National Education Association, Meeting in Detroit, February 21-26, Surveys Shortcomings and Progress

By WILLIAM DOW BOUTWELL

Editor-in-Chief, Office of Education

ATTENDANCE: 12,000 approximately.

Theme: Working together for the children of America.

Aiming at this mark leaders in education declared:

"That failures of the schools to work together with maximum benefit are the fruit of poorly planned systems of educational finance. * * * Undignified, short-sighted, and selfish competition for funds among educational interests and institutions is deplored. When funds are short, the proper remedy is not to squabble over the partition of a revenue already inadequate."

*John K. Norton,
Director of Research,
National Education Association.*

"Have you realized fully that dull is a conventional school term, a technical term exactly like grade, recess, deportment? All the dull persons in the world are in school. No child is dull until he enters kindergarten."

*E. W. Butterworth,
State Commissioner of Education, Connecticut.*

"I am impressed by the fact that one of the most grievous sources of waste to-day is the failure of colleges to recognize the fact that improvements in elementary school teaching have reduced the elementary curriculum to six years."

*Charles H. Judd,
Director, Department of Education, University of Chicago.*

"In contrast to the stock company teachers in a training school, it seems altogether better for a full and trained mind to witness the greatest possible number of good teachers at work wherever they may be found. The greater the variety in patterns of teaching the better. I can conceive of method as nothing more than idea. One idea is good, but 40 good and different ideas are better, maybe 40 times better."

*Robinson G. Jones,
Superintendent of Schools, Cleveland, Ohio*

"In many communities teaching is saturated with the points of view held by the conservatives and even the reactionaries in politics, economics, morals. These pressures explain in large part the social lag in education to-day. They have made the schools afraid. Where things are hottest, controversial issues are excluded, with the result that youth may prepare to grapple with the prob-

lems of to-morrow only by chewing over the lifeless problems of yesterday."

*Jesse H. Newlon,
Professor of Education and Director of Lincoln School,
Teachers College, Columbia University.*

"We too much 'train' teachers into some prearranged ways of thinking and doing, with the result that only the exceptional teacher can recover. 'Train' is a hateful word. We train dogs to do our bidding, but we ought not treat persons in this way."

*William H. Kilpatrick,
Professor of Education, Teachers College, Columbia University.*

"We lose 1 per cent of our memory each year after 35. But even with this loss a man of 70 would still retain 65 per cent of his native retentive capacity. And the ability to remember is the least important qualification in the learning process. The greater our experience, the greater the apperceptive mass, the more we have with which to think and to learn. The wealth of experience, like a snowball, is able to pick up material in proportion to its size."

*Paul F. Voelker,
President, Battle Creek College, Battle Creek, Mich.*

Outstanding contributions to education in America are annually recognized at the Department of Superintendence by an award from the Associated Exhibitors of the National Education Association. This year the honor went to Dr. P. P. Claxton, former United States Commissioner of Education. Commissioner Cooper announced the award and presented to Dr. Claxton, in the name of the exhibitors, an inscribed desk set.

The Office of Education played important rôles in the many acts of the 60-ring "show" that is the Department of Superintendence convention. Hundreds visited its exhibit of publications; other hundreds scrutinized the plans, photographs, and specifications of outstanding new school buildings on display in connection with the National Advisory Council on School Building Problems; committees heard the Office of Education's progress on national surveys of secondary education and teacher preparation; invitations for the Office of Education to conduct conferences were received in large numbers; Commissioner Cooper and many specialists spoke at numerous meetings.

Resolutions

The Department of Superintendence of the National Education Association is in favor of:

1. A planned program of integration and cooperation of all forces and agencies at the schools' command.

2. A national committee of educators to meet with a national committee representing business to study school costs.

3. The creation of a Federal Department of Education.

4. Continuance of the campaign against illiteracy; release of names and addresses of illiterates to State departments of education by the Census Bureau.

5. United States adherence to the Permanent Court of International Justice.

6. Reservation of radio channels for local educational and civic interests.

7. (The complete resolution on the Office of Education's work.) "We commend the United States Office of Education for fostering cooperative research on a survey of secondary education, a survey of teacher education, and a survey of school finance.

"We believe the policy inaugurated in these studies of presenting a cross section of present conditions and trends will enable us to meet our obligations and opportunities more clearly.

"We commend the action of Congress in making available to the Office of Education a continuing appropriation for such fundamental studies in education.

"We wish to recommend in the light of the finding of the White House conference that the fourth study be one on 'Special Education, including subnormal, physically handicapped, and socially delinquent children of America.'"

8. Keeping the eighteenth amendment; condemnation of "false advertising and other pernicious attempts to mislead the youth in relation to the use of cigarettes and narcotics;" legislation against obscene literature.

9. Heightening of teacher entrance levels.

10. Attention by school authorities to the findings of the White House Conference on Child Health and Protection.

11. Celebration of the Washington Bicentennial in the schools.

12. Consideration of the Friendship Health Chest cooperation with Mexico.

Washington: City of Libraries

Nation's Capital, With High Average of 17 Books Per Person, Draws Students, Historians, Research Workers, and Book Lovers from all Over the World

By JACQUELINE DU PUY

IT MIGHT BE SUPPOSED that the Nation's Capital, seat of the Government and center of intellectual life, would be well supplied with libraries. As a matter of fact, by actual count, there are more libraries of the first magnitude in Washington than in the great city of New York. There are more books in the libraries of the District of Columbia than in all the public libraries of Pennsylvania.

Titan of all libraries in the United States is Washington's Library of Congress. By virtue of its 158 miles of overflowing shelves, citizens of the District of Columbia have access to more books per capita than those of any other American city. Recent statistics show that there are 17 books per person in Washington, while the all-United States average is but 1.3 books per person.

The Library of Congress building is probably the largest and most ornate in the world used for library purposes. This magnificent structure, with a floor space of 13.6 acres, blazes inside with beauty and color in marble, gilding and gorgeous mosaic work, and with mural paintings and bronze statuary by 40 outstanding painters and sculptors.

Maps and Sheet Music, Too

For its collection of works in history, political and social sciences, jurisprudence, genealogy, and Americana, the Library of Congress is particularly noted. It contains 4,100,000 books, 70,000 bound volumes of newspapers, more than a million manuscripts and transcripts, a million maps, and another million volumes, pamphlets, and pieces of sheet music. The annual accession of books and pamphlets is about 170,000.

The original Declaration of Independence and the Constitution of the United States are enshrined here for public exhibition. The Library is also custodian of the Thacher Collection of incunabula, and many original manuscripts of great historical importance, including the records of the First Continental Congress, and the papers of many Americans outstanding in public life, among which are the letters of Washington, Hamilton, Franklin, Jefferson, Webster, and John Paul Jones.

Students, historians, journalists, and genealogists from all over the world come to seek information at this stupendous library. Accommodations have been made for about 850 readers, including 23 separate rooms and 100 or more study tables for research workers. The main

reading room provides desks for 200 persons in a quiet atmosphere where one may study with the literature of the world virtually at his finger tips. Rows of every known type of book in practically every known language stretch in every direction from the main reading room. On miles of shelving the world's production of books accumulates. A reader is literally surrounded by the knowledge of the ages. Only by the Bibliothèque Nationale in Paris is the Library of Congress surpassed in its collection of books and pamphlets.

The World's Largest "Book"

The Chinese section of the Library has the largest and most complete collection of Chinese literature outside of the Orient. It contains among other odd features an encyclopedia more voluminous than the Britannica, and the oldest newspaper in

the world. There is also a large Russian library of 85,500 volumes.

A separate reading room has been provided for the blind, which contains 14,000 embossed-type books, pamphlets, music, and maps. Nation-wide service is furnished the blind, the Library's specially prepared books having been made available to persons so handicapped.

An entire wing and a special reading room are devoted to periodicals. The file of the Library's American newspapers is very extensive (65,000 volumes), while the collection of eighteenth century newspapers is the largest in America. The more important papers are bound and form a most interesting source study of journalism from our earliest newspapers to those of the present day.

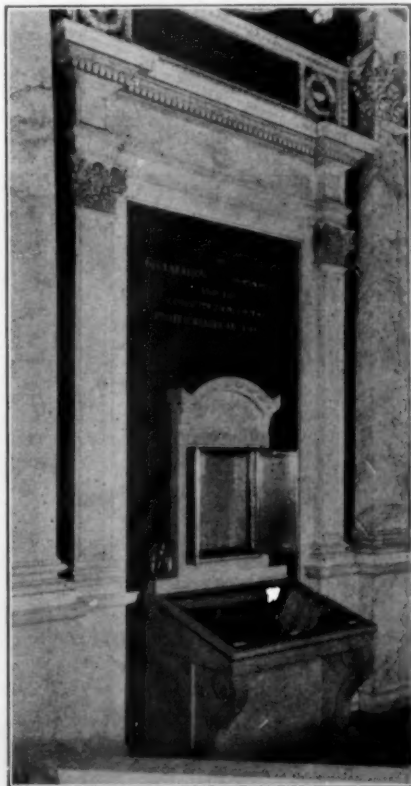
Through an endowment of \$60,000 by Mrs. Elizabeth Sprague Coolidge, an unusually fine auditorium for chamber music has been provided in the Library. This hall, seating about 500, is equipped for recitals, concerts, and lectures.

Steel "Messenger" Delivers Books

The Library of Congress was built in 1886 at a cost of approximately \$5,000,000. Prior to that time the books were housed in the Capitol, where the library for Congressional use was established in 1800. Two disastrous fires in 1814 and 1851 nearly destroyed the national library.

Among the famous collections in the Library of Congress are the 7,000 volumes of Thomas Jefferson's library, which formed the nucleus of a new collection after the Capitol was burned by the British in 1814; the Peter Force collection of Americana, about 60,000 volumes acquired in 1867; and the Gardiner Greene Hubbard collection of prints. An initial deposit of about 40,000 volumes was made by James Smithson in 1866.

Collections of American history and politics, bibliography, and library science are most complete at the Library of Congress. The music collection is surpassed only by those of two or three European libraries, and works on economics, law, science, and technology are probably unsurpassed in the United States. The United States Government document file of the Superintendent of Documents is the only one greater than that of the Library of Congress, but the Library's file of American state and foreign documents is the most complete. The manuscript and rare book collection is constantly being enriched by funds from the Rockefeller grant.



THE CORNER STONE OF THE UNITED STATES

In a wall of the Library of Congress reception hall is a simple shrine containing two of the most precious documents of our Nation, the Declaration of Independence and the Constitution of the United States. Facsimiles of the Declaration of Independence (29 by 34 inches) for schoolroom use can be obtained from the Superintendent of Documents for 15 cents. The story of the Declaration and the text of the Constitution of the United States are sold for 5 cents, respectively.



SEPARATE STUDY ROOMS

The number of individual study alcoves available for research students who come to Washington to use the Library of Congress will be greatly increased when the new wing, plans for which have been drawn, is completed. Some research students living permanently in the Capital work up data on contract for professors and others whose duties do not permit journeys to Washington.

The pneumatic-tube arrangement of sending call slips to the book stacks in various parts of the Library and the delivery of requested volumes to the main reading room by steel "messenger boy" book carriers, all at the press of a button, was at first peculiar to the Library of Congress. This method of interroom delivery is now in use in other libraries of the world and in many department stores.

Serves Nation By Interlibrary Loans

From 1846 to 1870 the copyright law required one copy of every book copyrighted to be deposited in the Library. Since 1870 the deposit of two copies of every one copyrighted is required, and the Library of Congress has been the sole depository for copyrighted books since that time.

Constantly growing, the Library is rendering greater service to-day than ever before. There are 900 employees on the Library staff, and a year's budget is more than \$2,000,000.

Through a system of interlibrary loans, the Library of Congress has extended its service to the whole country. In order to promote scholarship, unusual and out-of-print volumes are lent to other libraries for the use of research workers. Books which are new or in constant demand can not be loaned in this way, nor can those which are in print and easily obtainable from the libraries requesting them. Both books and music are available in this way, the only conditions being that the borrowing library pay transportation charges both ways, and assume responsibility for loss or damage to the books.

For reference use the library is absolutely free, without introduction or credential, to any inquirer from any place. The purpose of the administration is the freest possible use of the books consistent with their safety, and the widest possible use consistent with the convenience of Congress.

Supply Cards for Libraries

Although primarily for the use of Congress, the Library has grown to serve many other purposes. The privilege of home use of books during the sessions is quite freely extended to clerks of congressional committees, and all officials connected with the operations of Congress.

Books on any subject may be secured from the Library of Congress by any Representative or Senator of the United States to aid in the preparation of legislation, reports, or in supplying information to constituents. In this way, also, citizens of the United States may benefit indirectly from this extraordinary mass of literature in Washington.

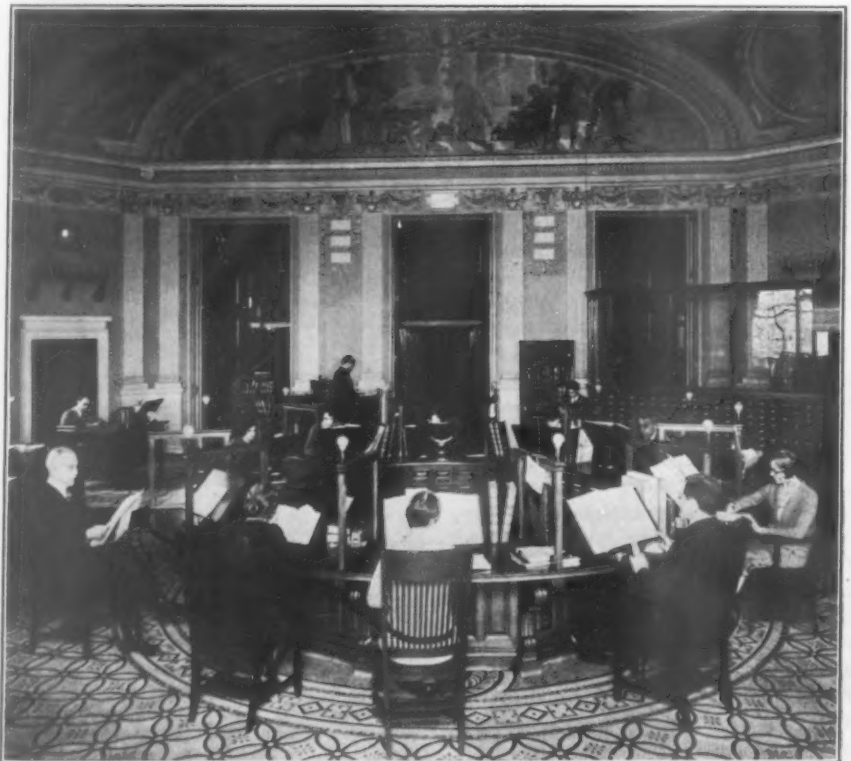
Requests for books may be made by telephone or in writing from the House or Senate Office Buildings. Books are delivered to offices and committee rooms by underground carrier to the Capitol. Special delivery is also made to residences of Members of Congress living in Washington city proper. A book station in the Capitol, book rooms in the Senate and House Office Buildings, reading rooms

in the Capitol and Library, and a legislative research service have all been provided by the Library of Congress as peculiar privileges extended to Congressmen. For official use books are also issued freely to various Government departments.

More than 5,000 libraries, firms, and individuals are now purchasing library catalogue cards from the Library of Congress. Ninety persons are employed in the card division alone, which contains more than 1,060,000 different titles in a stock of 75,000,000 cards. A Union Catalogue, originally made up of printed cards from the Boston Public, New York Public, Harvard, and John Crerar Libraries, is now being developed with the aid of funds from the Rockefeller grant to include entries from other libraries and collections and already contains about 4,000,000 cards.

Publications of the Library comprise 500 or more titles, including the Journals of the Continental Congress, the Records of the Virginia Company, the monthly check-list of State publications, and the list of American doctoral dissertations.

By a bequest of Henry Clay Folger, of New York, some 20,000 rare volumes of Shakespeareana have recently been added to the Library of Congress. A building to house this collection is at present under construction on a site adjacent to the main building. This will be the largest collection of Shakespeare's works in



WHERE ONE MAY READ AN ACTUAL LETTER WRITTEN BY JEFFERSON OR WASHINGTON

To the manuscript room of the Library of Congress come students who wish to read the diaries and letters of famous Americans in the original. The national collection is especially rich in such collections. The 25 volumes of George Washington's writings which are being published by the George Washington Bicentennial Commission are being compiled largely from the first President's letters on file in the Library of Congress.

America. An ample endowment assures its care and growth.

Own Costliest Book: \$350,000

The Gutenberg Bible, a part of the Vollbehr collection of 3,000 "incunabula" (books printed before January 1, 1501), is now on display in the Library of Congress. The Bible is in three volumes, on vellum, and the first book ever printed. It is now about 475 years old, but has been well preserved, having been in the possession of the religious order of the Benedictines since shortly after it was published. Doctor Vollbehr purchased the treasured book for \$250,000, plus interest charges and an export tax, bringing the total to \$350,000, the highest price ever paid for a single work.

An appropriation of \$1,500,000 by Congress resulted in the purchase of the entire Vollbehr collection of 3,000 "incunabula" for the Library of Congress. The Library now has more than 4,500 volumes of books printed before January 1, 1501, comprising one of the first dozen incunabula collections in the world.

Many rare books and documents which are now utilizing valuable space needed for various library activities will be housed in the near future in an addition to the present building, plans for which have already been prepared. An annex will also be erected near by. These expansions will permit the moving of card index files from the floor of the main reading room, thus allowing more reading desk space, which is very much needed by the ever-increasing clientele. The copyright office, branch printing and binding division, union catalogue section, mailing and shipping rooms, and reference rooms will also be located in the new additions.

Education Collection Huge

The largest structure of its kind in the world, the Library of Congress is naturally dominant in Washington. Supplementing it, however, in the Nation's Capital is a well-developed public library system with branches in various parts of the city.

Erected in 1903 at a cost of \$375,000, the central building of the Washington Public Library was a gift of Andrew Carnegie. This library contains 167,000 volumes, and thousands of mounted and unmounted pictures. Including its branch library stock, it makes available 320,000 books to Washingtonians.

In the Office of Education, Department of the Interior, a very large and complete library of educational literature is located. This library has expanded within 60 years from a small private collection of about 100 volumes to one of the finest of its kind in the world, now consisting of 175,000 volumes. Among these books one finds many quaint old bindings and early and late specimens of American textbooks, including the oldest McGuffey readers.

WASHINGTON'S 19 LIBRARIES OF MORE THAN 100,000 VOLUMES

Library of Congress.....	4, 100, 000
Smithsonian Institution Libraries.....	700, 000
United States Government Printing Office..	396, 433
Public Library of District of Columbia.....	320, 000
Army Medical Library...	281, 139
United States House of Representatives.....	275, 000
United States Senate.....	275, 000
Army War College.....	200, 000
Agriculture Department..	200, 000
Geological Survey.....	192, 000
Office of Education.....	175, 000
Catholic University of America.....	150, 000
Riggs (Georgetown University).....	140, 000
State Department.....	125, 000
Labor Department.....	115, 000
Commerce Department..	110, 000
Patent Office (Scientific).....	105, 000
Supreme Council 33° Masons.....	100, 000
Bureau of Railway Economics.....	100, 000

A valuable record is found in the collection of official educational reports, as well as in bound volume of important educational periodicals.

Of great interest to the bibliophile in this collection are also a number of rare parchment bound folios. One of these is "The Great Didactic of John Amos Comenius," published in Amsterdam in 1657.

As this is a library for the use of specialists in the educational field, it is confined to education and closely allied subjects.

Each of the Government departments, and many of the Government bureaus have libraries of their own specially adapted to their purposes. The Department of Agriculture, for example, has a collection of 200,000 volumes. The collection is oftentimes termed the "national agricultural library," said to be the richest in the world. The Labor Department has organized a library to be of service particularly in functions of that Federal agency. Its works on labor problems and labor statistics are most complete, totaling about 115,000 volumes.

A State Department library was established by Thomas Jefferson in 1789, and now consists of more than 125,000 volumes dealing principally with political science, international law, foreign relations, diplomatic history, and domestic and foreign laws.

In the Department of the Interior, in addition to the education collection, are

located the Geological Survey Library of 192,000 volumes, and the Bureau of Indian Affairs Library. The General Land Office, Bureau of Pensions, Bureau of Reclamation, Solicitor, and the Survey and Maps Board, also maintain libraries.

Georgetown University has an exceptionally well-equipped library (Riggs) of 140,000 volumes, and students at the Catholic University of America have 150,000 books for use in their library. George Washington University's library is patronized by thousands of students during the school year.

The National Geographic Society, which publishes the National Geographic Magazine and Geographic News Bulletins, has a selected collection of books on geography, explorations, and travel.

Persons interested in Latin America go to the Pan American Union building in Washington. There is located the Columbus Memorial Library, with more than 50,000 books and pamphlets devoted especially to Latin America. The aim of this library is to gather material on each American republic.

One of the earliest departmental libraries, dating back to 1842, is the Naval Observatory Library. It is said to contain "the best collection of astronomical literature in the Western Hemisphere," numbering some 31,000 books and several thousand pamphlets.

The scientific library of the United States Patent Office, located in Washington, has the only complete collection of United States patents and trade-marks in this country. Its collection of foreign patents is also nearly complete. Emphasis is placed on applied science and technology in the greater portion of the library's collection, estimated at 105,000 volumes.

A Leading Medical Library

Another of the world's leading libraries located in Washington is the War Department's Army Medical Library, formerly known as the Library of the Surgeon General's Office. Here one may find copies of practically everything printed in the field of medicine and allied subjects, in a collection of 281,139 books, 390,822 pamphlets, 1,608 magazines, and more than 7,000 photographs. This library's Index Catalogue is the world's standard bibliography on medical subjects.

Use of the Justice Department Library is more restricted than most other Government department libraries. Its 65,000 books deal with Federal and State statutes and laws, Federal and State colonial reports, British statute law, British colonial statute law, and other subjects of major importance.

Books mainly of a scientific nature are found by residents or visitors to Washington in the Smithsonian Institution collections, which include more than 700,000

volumes in 10 distinct libraries in various parts of the city. The principal branch deposit is the Smithsonian in the Library of Congress, although the United States National Museum collection is also important. In addition to publications of learned societies and institutions of the world, works both general and special on aeronautics, anthropology, archaeology, astrophysics, botany, chemistry, ethnology, fine arts, geography, geology, history of America and Europe, industrial arts, mathematics, mechanics, mineralogy, museums, paleontology, physics, seismology, and zoology are available at the Smithsonian Institution.

Libraries for War and Peace

The Superintendent of Documents Library at the Government Printing Office is the official depository for all United States Government publications. Its collection of nearly 400,000 books and pamphlets, and 31,169 maps is the best extant.

Exclusively for the use of Members of Congress are the House of Representatives and Senate libraries. They consist mainly of Senate and House reports, Congressional Records, committee hearing reports, law books, and other general reference works.

Information pertaining mainly to military affairs may be gained in the Army War College Library, where a collection of more than 250,000 books, magazines, and clippings relating to world military activity has been accumulated at this military graduate school.

Through a provision of a Carnegie fund, a library for world peace has been established in Washington at the headquarters of the Carnegie Endowment for International Peace, located at 700 Jackson Place, NW. Approximately 42,000 volumes are accessible to the public at this place, among them leading works on international law and relations. The library is under the supervision of the Secretary of the Carnegie Endowment, and a chronicle of international events is compiled daily by the librarian.

And Now, An Archives Building

The White House was one of the last places in Washington to receive a library for pleasure reading. Five hundred volumes were presented by the American Booksellers' Association for use in the Executive Mansion. Douglas S. Watson, father-in-law of Herbert Hoover, jr., prompted the idea shortly after the inauguration of President Hoover, when it was discovered that there was nothing in the White House for recreational reading. At that time the Booksellers' Association undertook to supply the deficiency,

furnishing books chosen by Mrs. Alice Roosevelt Longworth, Douglas S. Watson, and Gilbert Grosvenor. They chose 25 detective stories, the same number of children's books, 50 volumes of travel, biography, history, poetry, drama, philosophy, essays, books on the arts, and scientific works, in fact every kind of reading that would appeal to any person in the President's mansion.

No discussion of the libraries of Washington would be complete without some mention of the proposed Archives Building. The records of our Government have accumulated to such an extent that

a special place must be provided in which to store them. The Archives Building, to be erected at an estimated cost of \$6,900,000, will serve this purpose, filling a long-felt need of the Federal Government. More than 2,000,000 cubic feet of file space will be provided, and documents will be so stored that they will be protected from the light. Files will be classified and indexed so as to be made available to the general public, and provision will be made for future expansion. It is interesting to note that motion-picture films of historic importance are also to be preserved in this building.



THE READING ROOM OF THE LIBRARY OF CONGRESS

To read a book in the Library of Congress one consults the card catalogue, writes on a slip of paper the name of the book, author, call number, and the number of the reading desk one has selected. Then one gives the slip to an attendant at the central circular counter. The attendant puts the paper into a pneumatic tube similar to those used in department stores. In some distant stack another attendant receives the paper shot through the tube and promptly seeks the designated book which is delivered to the circular counter by a mechanical conveyor. A messenger then delivers the book to the particular desk where the reader waits.

The Home: A Liability or an Asset?

Recent Economic Changes and Their Effect on Home and Family Life Examined by Educational Leaders in New Type of Conference

CHANGES.¹—Children come into the world at considerable expense, contribute little or nothing to the family income, and at present price levels for food and clothing, represent a serious outlay of capital. The cost of rearing a child to maturity varies greatly, but \$5,000 would certainly be a modest figure. One father has estimated that each of his daughters, at the close of her college career, represented an investment of \$20,000. The advantage secured at the age of 50 by the single man who saves his money and puts it out at compound interest is perfectly apparent and helps to explain how the family, from the dollars and cents point of view, may be regarded as a liability rather than an asset. Where agriculture remains the chief occupation of the people there is no need to worry about race suicide, but the factory worker, living in an apartment, finds the problem worthy of consideration. * * *

The whole world has passed through an experience during the last two decades in which many of our accepted standards were overthrown or reversed, and what had been right became wrong and what had been wrong became right. Add to this the fact that with increasing education we are taught to attempt to think out questions which the ignorant must leave to authority, that science has taught us that many things which we held to be accepted facts are not tenable theories and that modern improvements are daily displacing outworn processes, and it is not to be wondered at if questions be raised which to an older generation seemed sacrilege.

It is not the truth, however, which need fear investigation, and it may be that questioning of previously accepted canons will bring a more complete understanding of the values upon which home and family have survived. Romantic conceptions must not be allowed to interfere with the intelligent analysis of conditions. It is no service to man or woman to build up an expectation of happiness based on misrepresentation of human nature and the basic conditions of existence.

Management engineers have developed a tool known as the "job analysis." It involves the scientific determination of purpose and an equally careful study of the simplest and best way of directing energy to the achievement of that purpose. Such a study of home and family would be of tremendous value in our national life.

PROPOSED COURSE.²—Every effort should be made to extend the period of home economics training to four years. The reason for this is twofold. The judgment and creative skills which must be developed, unlike the manipulative skills, can not, by intensive effort, be given quickly; and aside from this, if we are to keep the interest of the girls in homemaking constantly growing, it is necessary that the study not be broken off while competing interests, many of which lead away from the home, continue to be developed.

There are apparently four major classifications under which virtually all of the material that should be taught in home economics may fall. They are: (1) Manipulative abilities; (2) nutrition; (3) applied art; and (4) home relationships. Each, save the first, might serve as an excellent center of organization; and there is no reason apparent to me why each might not, in turn, give a distinct character to a year's work.

I do not mean that in any given year all else would be rigorously excluded save that which was included under the chosen classification. Rather, the present flexibility might be preserved in some degree; but a distinct check would be set upon the prevailing use of relatively small and more or less unrelated and fragmentary teaching units. That is, each year's work would in itself represent a well-knit unit of functioning material of sufficient magnitude and difficulty to command the interest of students and would be presented so that it would actually become properly organized in their minds.

Such an arrangement would obviously provide the needed organization. However, it would apparently have other advantages. The first year's work, for example, which would consist mainly of manipulative operations, would rest upon a basis of mixed elementary natural science and art; the second, which would be devoted mainly to nutrition, would be based upon more advanced natural science; the third, consisting chiefly of applied art, would rest upon a more advanced study of the principles of art; and the fourth, devoted primarily to home relationships, would have for its foundation the social sciences. Thus such a plan would automatically reduce the proportion of time devoted to related natural science and increase that devoted to related social science.

RESULTS.—How is home economics being taught in your State? Could it be taught better? Is the whole program sound? Are all agencies concerned with home economics working together?

Some teachers and school administrators are already asking themselves these questions about home economics. They did in Ohio; they did in Iowa. Now they are asking them in Idaho, Washington, Oregon, and Montana.³

When the educators of any State or region want to make a thorough inventory of some major phase of education the Office of Education stands ready to help hold a conference new style. What these conferences are has been described in the editorial "Conferences, New Style," by Commissioner Cooper on page 130 of this issue.

What happens in a State after one of these conferences that are different has been held? Ohio offers an answer. Upon request, the Office of Education one year ago called, in conjunction with the University of Cincinnati, a regional conference on "The Function and the Curriculum Content of Home Economics in the School and in Higher Institutions." Miss Elizabeth Dyer, director of household administration, University of Cincinnati, has recently written Commissioner Cooper that as a result:

The State Council of the Ohio Home Economics Association is bringing together people who should be concerned with training for home living and encouraging them to discuss the subject.

An effort is made to have in every county a home economist to act as a contact person who will start discussion groups and keep the groups in touch with the work of the four committees appointed, and a home-maker who will try to arouse the interest of parent-teacher associations, women's clubs, and parents in home economics. Home extension workers, vocational home economists, and many home economists in colleges and schools have agreed to cooperate. The home economists in different teacher-training institutions are enthusiastically working together as a guiding committee.

A letter has been sent to every superintendent of schools in the State telling him of the Cincinnati conference and informing him as to our objectives, and asking him for the cooperation of the home economics teacher in his school.

Home economics clubs are planning to carry on studies or surveys to determine to what extent home economics is functioning in the everyday living of the pupils.

Doctor Gosling held a round-table discussion on home economics with all the high-school and elementary principals in Akron.

The most valuable outcome of the conference is that it has provided an opportunity for arousing home economists and stimulating them to discuss their problems and think about solutions.

We hope that other States will respond as enthusiastically as Ohio. You have heartened the home economists in this State.

¹ Excerpts from speech by Karl E. Leib, professor of commerce, University of Iowa.

² Excerpts from speech of W. H. Lancelot, head of department of vocational education, Iowa State College, Ames, Iowa.

³ Conference to be held in Spokane, Wash., April 8-9.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
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OF THE INTERIOR, OFFICE OF EDUCATION

Editor WILLIAM DOW BOUTWELL

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SCHOOL LIFE is indexed in Education Index

MARCH, 1931

Conferences, New Style

THE OFFICE OF EDUCATION is committed to a program which necessitates, first, keeping its studies on an objective basis, and second, leaving to volunteer agencies activities that might be considered as promotional or propaganda in character.

We should be negligent, however, if we fail to heed the requests for leadership in helping solve some of the serious problems which confront education in this period of rapid change. We are attempting to render this kind of assistance through conferences. To cite an instance: In December, 1929, we conferred with some half a hundred persons of various types of training, experience, and educational position. The 2-day discussion centered about the effects of the present industrial order on the American home.

One of the conclusions of the conference was that the Commissioner of Education should hold a series of regional home economics conferences. It does not appear to me that holding a meeting and making speeches is likely to make for much progress in solving a problem of such seriousness as the breakdown of the home. Yet we have not the resources in staff or funds to carry on a program of studies and we have reason to believe that conditions will vary sufficiently throughout our country to warrant different solutions.

The best procedure is to experiment, allowing each region to arrive at and try out its own solution. Accordingly, we are now attempting a series of regional conferences held in cooperation with higher institutions which have the facilities to guide and assist committees working in the field. The institutions have already invited us to participate in conferences of this kind on this particular problem—the University of Cincinnati and the State College of Agriculture and Mechanic Arts at Ames, Iowa. The conference at the latter institution was held November 10 and 11, 1930. Approximately 60 persons attended, many of whom participated actively in the discussion.

The half-day programs were built about themes attacking the general problem from the points of view of economics,

sociology, and education. The committees which were appointed as a result of this meeting are now at work under the general direction of the faculties of the State College of Iowa and the State University of Iowa. It is the expectation that conferences of this kind may be stimulated in other parts of the country.—
Wm. John Cooper.

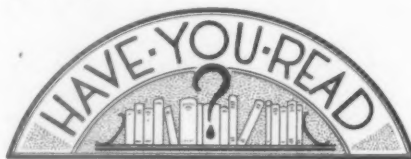
The papers delivered at the Iowa conference on home-making by Prof. Karl E. Leib and by W. H. Lancelot, which are quoted on page 129 will be printed in full in a forthcoming Office of Education bulletin, "A Symposium on Home and Family Life in a Changing Civilization."

School Administrators to Meet

Problems in personnel and relationships, school housing, school finance, equipment and supplies, and supervision will be discussed at the Second Annual Conference of School Administrators to be held at George Peabody College for Teachers, Nashville, Tenn., March 30 to April 3.

An exhibit of classrooms equipped with the most up-to-date equipment and supplies will be a special feature of the conference.

One hundred and three school reports from cities of more than 10,000 population have been indexed by the Office of Education. Copies of the index are available in mimeographed form and may be had upon application.



Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOGHT

Librarian, Office of Education

In January, 1930, there appeared a new quarterly bulletin issued by the American Library Association called "Subscription Books." The object of the publication is to give a fair estimate of the books which are sold by subscription and concerning which it has been difficult to get an unbiased opinion. The teacher or trustee can consult this bulletin and get the unbiased opinion of librarians concerning the value of the book and also find out whether it is recommended or not recommended for schools, whether it is suitable to all libraries or only to those having plenty of money. If the teacher or trustee has not immediate access to the bulletin, an inquiry addressed to the State Library Commission will bring the information. Under the title "Competition in Education," in the February Atlantic Monthly, President W. W. Comfort, of

Haverford, discusses new practices in student selection. A few years ago colleges were competing with each other in an effort to secure desirable students; now the applicants are so numerous that the competition has taken a new form. The colleges are now able to select their students and to reject those candidates who are lacking in preparation, scholarship, or a scholarly attitude to the work.

"Those who are too clever to study and those who are too dull to learn will be excluded." . . . A full discussion of "The Reorganization of the University" appears in the January number of the University Record, published by the University of Chicago. There is first an address delivered at the university convocation in December by President Hutchins in which he sets forth the aims of the university and shows that the reorganization is an attempt to solve three problems: Administration, education, and research.

There follows a brief article giving the details of the plan and listing the recommendations which were approved by the board of trustees. Next is given an explanation of the reorganization plan, in a speech of President Hutchins before the Illinois Association of High School Principals. The fourth article is an account of the answers made by the president to the inquiries of the undergraduate students of the university. . . .

That the adult may learn music appreciation even without much technical skill is a contention upheld by John Erskine, in an article entitled "Adult Education and Music" in School Music for January-February, 1931. . . . A quarterly appearing for the first time in January, 1931, is Understanding the Child. It is published by the Massachusetts Society for Mental Hygiene and is distributed free to public-school teachers of Massachusetts. It is issued in response to a demand from teachers for information and help in promoting mental health. . . .

"If quasi-formal educational opportunities are to be provided for the college-trained man after graduation, the facilities will have to be more extensive than those now possible to the single institution," especially if this institution is a small college. The problem of the college continuing the education of its students after they leave its halls is discussed by Daniel L. Grant, in the January number of the Journal of Higher Education. . . . Another new bulletin in the education field is the Review of Educational Research, issued by the American Educational Research Association, a department of the National Education Association. The first number, published in January, 1931, is devoted to the subject of the curriculum. The major part of this issue is taken up with a review of scientific investigations and studies on the topic.

When a Desert Box-Car School Tried an Activity Program¹

Clay Pottery, Fashioned by Youthful Potters With Hints From a Mexican Mother, Led to Poetry in Rural Edom on the Sunkist Trail

YOUNGER CHILDREN in the 1-teacher rural school have usually been neglected. Older children have absorbed the attention of the teacher while some older child "heard the little ones recite."

Some 1-teacher rural schools have more vision as to the needs of the younger children. A good example of broader vision is found in the little 1-teacher school at Edom on the Sunkist Trail several miles southeast of Riverside, Calif. The children of this community were attending a school 12 miles away.

Parents asked for an emergency school at Edom. But there was neither schoolhouse nor money to build one! Edom consists of a station house, a garage, a store, a café, a filling station, and several small houses for the section hands. Finally, an old box car was procured from the Southern Pacific Railroad. But the box car was dirty and in no way fit for a school. The parents scrubbed and cleaned the car. One father painted the whole car, inside and out, working by the light of a lantern before and after his earning hours on the short December days preceding the opening of the school. Another parent polished the tiny stove which was to heat the building. Other parents fixed windows to give light, provided shades, built blackboards and cupboards for materials, and brought seats for the children. The teacher, Mrs. Della S. Lindley, who lives on a neighboring ranch, brought curtains and other things to beautify the little school. After New Year the school opened. Then came the problem of school materials. There was no money to buy them.

Mexican Mother Gives Pottery Hints

The schoolroom was too small to admit a sand table for the work in geography, so the fourth-grade children expressed their ideas of the mountains of Switzerland and the dikes of Holland in a sand table provided back of the schoolhouse

by nature. As the children were looking at "Switzerland" and "Holland" one day they noticed a queer kind of earth which reminded them of the small piece of commercial clay which the teacher had brought to the school. The children had enjoyed working with the clay, but there was not enough for all to use. One child suggested that they try to use this newly found earth in the same way they had used the clay brought by the teacher. Lupe, a little Mexican Indian girl, who had seen her mother work with clay when they lived in Arizona, said that this dirt looked much like the clay which her mother had used. After wetting the dirt in water and working it with their fingers, the children found that it would mold like clay. Immediately a large supply was dug and the group trudged back to the schoolhouse, carrying their treasure.

The clay found on the excursion served as a basis for interesting school work. Noon hour and recesses were spent in working with clay in the school yard. The younger children enjoyed this "mud pie play," but they, with the older children, were also interested in seeing what could be made out of the clay.

Many difficulties arose before finished pieces of pottery were produced. It was finally discovered that good results came only through the use of a certain process. The dirt had to be pulverized by rubbing

it between two stones, screened with a piece of window screen, and put into water for a while. A few hours later, when the clay had settled to the bottom of the water, the children poured the water off the clay, which they then wedged, kneaded, and threw until it was the right consistency to mold. The first night the wet pieces of pottery were left on the schoolhouse stove to dry. The next morning, when the children came to school, they found that all the pieces were dry and had not cracked.

Fire Pottery in School Yard Kiln

Lupe, who lives next door, took some of her pieces home to dry in the range. Her mother, a Mexican woman (Indian predominating), told her to set the pieces in the sun for three days before firing to make the clay lighter and to keep the pieces from cracking. From this mother the children also learned how to keep the thin walls from cracking by working them with one finger which was kept very wet.

They learned, too, that if the wet pieces dried too rapidly they would crack, so that care was necessary in finding a place where the pottery would dry rather slowly. After three days of sunning the pieces were placed in a little pit in the ground, with sandy soil underneath and over the pottery. A fire was built over the covered pit. Only a few small sticks were



LUPE, MINNIE, JESUS, AND THEIR SCHOOLMATES IN FRONT OF EDMO'S BOX-CAR SCHOOL

Some authorities declare that the 1-room rural school is better adapted for an activity program than a graded city school. Mrs. Della S. Lindley has shown at Edom that even a way station in the desert offers the richest sort of learning opportunities when its resources are used to promote reading, writing, and arithmetic.

¹ This report, contributed by Miss Vivian P. Evans, rural school supervisor, Riverside County, Calif., is one of 30 descriptions of activity classes in a wide variety of schools that appear in *Teachers' Guide to Child Development, a Manual for Kindergarten and Primary Teachers*, Bulletin, 1930, No. 26, which has just been published by the Office of Education. This bulletin, which replaces an older manual for kindergarten and primary teachers, contains the major portions of the new state-wide program which the California Curriculum Commission is publishing simultaneously. The Office of Education edition is available from the Superintendent of Documents for 35 cents.

used. After the fire had been replenished twice it was left to smoulder for a few hours and then cool down and die out while the pottery was still in the kiln. The next day the pottery was removed and decorated with poster paint brought by the teacher. At first the decorations were very crude in form and in color, but the standard rose higher and higher until very beautiful pieces of pottery were produced.

An Indian vase, brought by the teacher, and books from the county library helped to raise the standard of the children as they discussed good forms and colors in Indian pottery. Successful results in pottery making were secured after about two weeks of work along with all the other things which were going on in the school.

The interest in clay had led to an interest in other factors of primitive life and finally resulted in building very wholesome attitudes and habits in the fundamentals of the curriculum. As an example of the way in which these interests grew, the case of a fourth-grade boy might be mentioned. This child was the only one in the school who did not enjoy reading library books. He had thus far done no recreational reading. For days and days a special effort was made to interest him in reading, but nothing seemed to appeal to him. One day, as they were making primitive tools and weapons, the teacher incidentally asked this boy if he would have enjoyed being the son of a cave man. She knew immediately, for the expression on the boy's face showed that the keynote of interest had been struck. She put aside the pottery on which she was working and read to the children from "Ab, the Cave Man." After she had finished, the boy asked to take the book home with him. He added 22 books to his list of books read during the next four months. His father, a miner, had some time before this found an ax made in the Stone Age, but this weapon meant nothing to the boy until he realized that the ax was closely associated with the primitive life in which he was so greatly interested. His mother also became interested and was a frequent visitor to the Edom Branch Library.

One-Teacher School Ideal for Activity Work

A 1-teacher school is really an ideal place for activity work because the children of the varying age levels can all find interesting, profitable experiences for their own development.

The varying degrees of difficulty involved in carrying out an activity challenge the interest and effort of children on a wide range of age levels. The group conference in which the work is planned sets all the children to thinking. With the group unified in a common purpose, the interest goes out into many directions and stimulates thinking in a very constructive way.

The younger children in Mrs. Lindley's school had many opportunities to do original work connected with the activity. They did their original work in a self-directed period while the teacher was working with the older children. Sometimes they worked individually, sometimes in groups. In this way they learned to be independent in expressing their ideas in a way which clarified their own mental pictures and made the children themselves feel that they were responsible to the group for the way in which they used their time. The older children, too, worked in the same way in their self-directed periods.

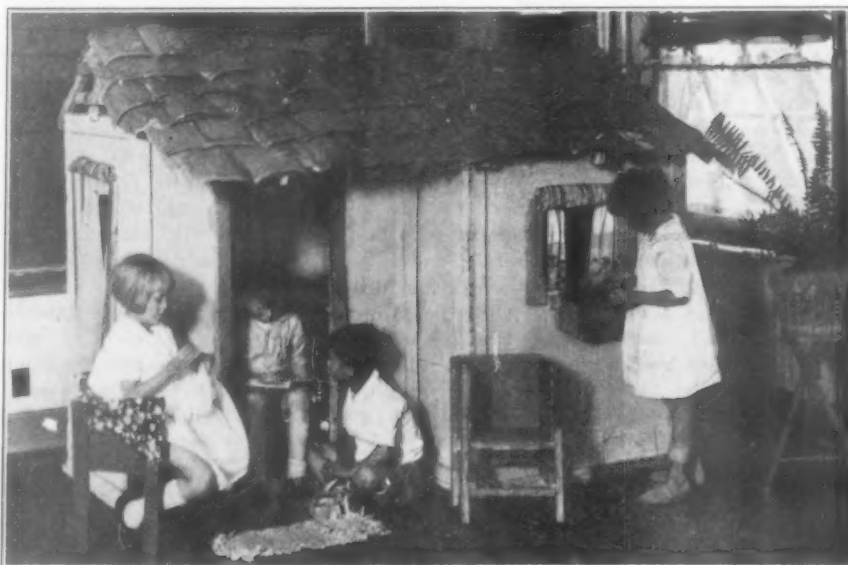
At certain times, group discussions were held during which each child showed his trophies and received the approval and criticism of the group, guided by the teacher in a way which raised the standard of the children in regard to workmanship, beauty, use of time, or any other factors to be considered in relation to behavior or the type of work which was under discussion.

to the demands of the interest span of the children, the nature of the activity, or the time required to accomplish a definite purpose.

The power in observation and in English expression developed through the activity work which began with clay has shown remarkable results in the beginners' class in learning to read. These children have not spent their days in listless idleness or inane "busy work."

The Children Tell Story to Visitor

Their learning process has gone forward with real purpose under teacher guidance as they worked with the group. Minnie, a little American girl, has developed a vocabulary and an ability in the use of phrases and sentences in speech far beyond the average child in a first grade room in a city school. She completed her preprimer work and, in addition, read three books during the first two months of school. Jesus, who came without one word of English, and had no older children in the home to help him, showed remark-



THIS IS THE HOUSE THAT FIRST-GRADE PUPILS BUILT

The photograph of a bungalow built by an activity class in Willard School, Pasadena, Calif., is one of a number of illustrations in "Teachers' Guide to Child Development," Office of Education Bulletin 1930, No. 26. This bulletin has proved so popular that the first edition was sold within a few weeks after it was printed. The Government Printing Office is now running off a second edition.

Out of the group discussions, the curriculum grew by leaps and bounds. The way in which the work carried over into the home was one of the most satisfactory results. The parents reported that all the work and play at home centered about the school interest in industrial arts which had begun in clay. Each day the children went back to school with some new contributions for the group activity. To carry on such a program it was necessary that the daily schedule be a flexible one. A general plan was made to insure that the children would develop in a balanced way. The periods, however, were frequently lengthened or changed according

able development in vocabulary power as it developed on the basis of interest in what was going on in the school. He learned to speak in phrases and sentences from the first and was able to understand and share the first grade work with Minnie in this little class of two pupils.

The reading was rhythmical from the first because the children had something to talk about and practice in talking. There was none of the halting usually found in imposed primary reading. This was due to the fact that the vocabulary used had been developed through experiences which gave it meaning to the children, themselves.

The story given below has been selected from a number built by these children. The children dictated the stories to the teacher as she wrote on the blackboard, after which the children read the stories.

It was an interesting sight to watch the stories in the making. One day a visitor came to the school. When the children had shown the interesting things they had made, the visitor asked one of the first-grade children how they had made the beautiful pieces of pottery. The teacher, wishing to use this good opportunity to develop English power in the children, said, "Perhaps the first-grade children would like to tell me a story to write on the board so that our visitor may read how we made our pottery?"

The visitor expressed her pleasure at the suggestion and Minnie and Jesus stepped to the corner of the room where the tiny blackboard stood between the stove and the teacher's table. In a short time the story was built through the cooperative effort of the children with their teacher. The visitor then read the story "Making Pottery," as it is given below.

MAKING POTTERY

We made pottery.
We made it out of clay.
We found the clay on the desert.
It was near the schoolhouse.
We first ground up the clay.
Then we wet it.
Then we made the pottery.
Lupe showed us how to burn it.
Then we painted it with a brush.

Does such work pay? Is it worth while to begin where a child can really understand what he is trying to do? Do we postpone the attainment of final results desired by the attempted use of reading before a child has ideas to express and can command the oral English necessary for such expression? Shall we continue to suffer the neglect of the younger children in the 1-teacher rural school, and thereby weaken the school throughout because of the neglect? Should little children be forced into reading without an experience background? Should they waste their days in inane "busy work" when even the most barren communities furnish possibilities for natural development in English power?

The experiences at Edom School, sitting in the sand by the desert highway, offer rich suggestion to those interested in the welfare of young children in a 1-teacher rural school.

What the Outcomes Were

(a) *Attitudes*.—(1) Of respect for work and workers; (2) of pride in good results; (3) of personal responsibility; (4) of respect for the rights of others.

(b) *Habits*.—(1) Of perseverance in effort; (2) of neatness and order in care of self and materials; (3) of self-control; (4) of cooperation as leader and follower.

I like to close my eyes and see
A little bluebird in a tree.

THE DESERT WIND

O desert wind that sighs, "Ooo-ooo-ooo!"
The sagebrush is waving a greeting to you!
The greasewood so stately is bowing quite low,
While whirlwinds of sand through the desert go
"Ooo-ooo-ooo!"

THE PASSING FREIGHT

[Published by The Telegrapher, May, 1928]

"Toot! toot!" the train comes rumbling down
Right through the main street of our town.
Is it a passenger? No, it's a freight!
How happy I am that I must wait!

The engine whirs and puffs and blows,
"Toot! toot! Ding, dong!" Away it goes.
The engineer waves as he passes through;
The fireman smiles and nods at me, too.

Here come the cattle cars, in all twenty-three,
Full of beautiful cattle looking at me;
Some are red-faced, some white, all trying to hide;
"Moo, moo!" one is saying. "What a fine ride!"

And here are the baby lambs, cuddled together,
Just as happy and safe as when they're with mother!
The whistle toot-toots, the bell goes "Dong, ding,"
But they're not afraid of trains or anything.

What great fun I have when I must stand and wait
A long, long time for a passing freight.
And when I'm older, if I have my way,
I'll work on a freight train every day.

(c) *Skills*.—(1) In exercising economy of time and material; (2) in increasing power in technique to meet a gradually rising standard of attainment; (3) in selecting material for a given purpose; (4) in knowing how and where to get help when needed to meet a difficulty.

(d) *Knowledge*.—(1) Of things in the immediate environment; (2) of things which give meaning to language and reading; (3) of things grouped in such a way that they help to organize thinking; (4) of things which led to further questions as a basis for future experience.

(e) *Appreciation*.—(1) Of nature; (2) of parents and friends; (3) of school life; (4) of beauty in common things.

Weighing the Educational Value of Pictures

An estimated gain of at least 15 per cent in knowledge of the subject matter involved, through the viewing of flat pictures envisaging education, is indicated by the results of tests conducted by the psychology and educational research division of Los Angeles city schools.

Questions which the study sought to determine were: Information gained from the pictures by boys, by girls, and by the total group; influence of I. Q.; influence of age of pupil; influence of finish of pic-

tures; results in picture choice for boys, for girls, and for the total group; influence of I. Q., and influence of finish.

Among other findings of the study were the following: (1) That flat pictures help children of less than average mentality as much or more than those of higher I. Q.; (2) that pictures intended for boys and those intended for girls should be selected with reference to the inherent interests of each sex; (3) that boys seem to enjoy a variety of pictures, while girls enjoy a smaller number; (4) that pictures which are close-ups may be given a diffused finish and that long shots are probably more effective when given a sharp finish; (5) for the average child, pictures selected for visual education purposes should have a dramatic quality, and that scenes of leadership and daring are popular, as well as those in which the characters are seen displaying traits associated with nobility of mind; (6) for children of superior mentality pictures should be shown which require serious thinking and that present unsolved problems in which only the necessary facts are given.

A new county school built recently at Banbury, England, has a playing field of 13 acres. The school, which will accommodate 400 pupils, was erected at a cost of £30,000.

The New Plan for Indian Education¹

Federal Office Wants to Turn Over Indian Training Responsibility to States; Only 65 Per Cent of Indian Children Now in School

By W. CARSON RYAN

Director of Education, Office of Indian Affairs

THE INDIAN OFFICE defines an Indian as anybody who, under treaties or some other way, as inheritance, has any rights as an Indian. The Census Office defines an Indian as anybody who is regarded as an Indian in the locality.

Under these designations there are 340,541 Indians in the United States, but the absurdity of the estimate can readily be seen when statistics show nearly 25,000 of the alleged 340,541 are full-blooded Negroes, many of whom, in history, were the original slaves of the Five Civilized Tribes who took the side of the South during the Civil War.

Sixty-five Per Cent in School

The number of Indian children of school age in the United States attending different types of schools is discouraging. Roughly, of the 100,000 children of school age, about 67,000, or only 65 per cent, are enrolled in some school. The majority, 34,000 or 35,000, are now in public schools. Missions and other private schools educate 7,456. About 10,350 go to Government boarding schools on reservations, and 11,000 attend Government boarding schools not on reservations, while 4,200 others attend Government day schools, which are nothing in the world but public schools maintained by the United States, instead of by the State departments.

The Federal Government should not be dealing with local boards of education in the Indian service. It is a wholly wrong situation, in my judgment, and should be changed to work through the States, instead of through the local communities.

Indian education is one of those services, which although at present is practically under Federal jurisdiction, must be ultimately a State responsibility. I should rather put it at the outset as a joint Federal and State responsibility for Indian education, but with the hope of increasing State responsibility.

Few Arizona Indians in Public Schools

The Indian educational program is not one of a simple program of schooling. There are the same significant economic implications that the Office of Education found in Alaska, and developed so magnificently. There is the whole problem of the transmission of a culture, the

Indians' contribution to American civilization.

Oklahoma has 37,235 Indian children between 6 and 18 years of age, and reports having 25,322, or 70 per cent, of them in school. There is some claim that a few more thousand are in city and town schools not counted. The Government pays tuition for some communities, and has direct connection with 861 school boards.

Minnesota has the largest percentage of Indian children, according to population, attending school, both Indian and public. Arizona has only a few hundred out of 14,932 Indian boys and girls in public schools.

If States are to be at all concerned with the education of Indian children, the enormous boarding school program now sponsored by the Federal Government must be disposed of as quickly as is consistent with the care and education of Indian children. The United States Government maintains 70 boarding schools at a cost of approximately \$6,000,000 a year. This is an expensive method of furnishing an "undesirable" education, and will stand forever in the way of a real assimilation of Indian children into the white population.

The Federal Government wants to get out of the Indian education business. It

wants to turn over the great bulk of this business to States as rapidly as possible. Indian schools are being asked to forget the old Indian course of study, and to use as the basis of study the course approved by the State enriched by materials adapted to the Indian children. In the meantime, an attempt is being made to put into these schools the best teachers that can possibly be secured. The entrance salary has been raised to \$1,680, with three years of training beyond the high school required. Graduates of 4-year training institutions and qualified superintendents are also desired. Teachers will be selected by the civil service system, and no appointments will be made outside of the civil service regulations.

A Proposal to the States

At Belcourt in the Turtle Mountain Reservation in North Dakota there is an interesting situation where the State of North Dakota, by special act, has contributed to the Federal Government such State and county financial aid as might otherwise be turned over to the school districts. The Government, has in turn, erected and opened a consolidated school building, accommodating 450 children. Roads have been built to make the community school accessible to every school child or adult, and bus transportation to and from school will be furnished every child living more than a mile distant. That is an example of the Federal Government making the start, and the State cooperating.

Who pays the tuition for Indian education? The school bill is paid by the Federal Government, negotiating with nearly 900 school boards. The Government attempts to make up the deficiency in ratables and in taxables due to the fact of property-restricted Indians. Indians, who are wards of the Government, can not be taxed, in other words, and Uncle Sam makes an effort to pay that which will make up for the loss in taxes, and enough to provide a reasonably good education.

An endeavor is also being made to get rid of the inspectorial type of supervision in Indian schools. Every State has gone through the inspectional period, and has also gone over to what might be called the helpful supervision period. Instead of the numerous district superintendents and supervisors of various types, we are developing special school supervisors who go around and help schools. Supervision

FAVOR NEW POLICY

The National Council of State Superintendents and Commissioners of Education meeting in Milwaukee, Wis., December 8 and 9, 1930, adopted the following resolution:

"In order that our Indian population may be strong, intelligent, and useful citizens of the United States—

"Be it resolved, That we favor cooperative effort on the part of the State and Federal Governments to secure for the Indians at all times favorable living conditions, sound health, and good education.

"To the end that they may enjoy all the advantages of equal educational opportunity, we favor their admission to the public schools of the State wherever these schools can be made available, on such terms of immediate and continuing financial assistance by the Federal Government as will be just to the States and the communities where they reside."

¹ Paper before the annual conference of State superintendents and commissioners of education, at Milwaukee.

is changing to the kind which the States have used so profitably during the last 20 years.

The Indian Education Office offers a proposal for consideration—the furnishing of a man or woman to State departments of education to supervise Indian education. The State would direct this supervisor, although the Federal Government would pay his salary at the outset. The supervisor would be responsible to the State superintendent, and would look at the Indian as part of the educational problem of the State in which he is employed.

Congressional action may make this suggestion an actuality. The Swing-Johnson bill is a permissive piece of legislation purely, permitting the Interior Department to deal directly with the States instead of spending money already appropriated in the specific way so far provided. This bill has passed the Senate, and is pending in the House.

Those of us who are looking at the program for the education of the Indian, will, in favor of the Indian, have to think ultimately in terms of States rather than reservations. Whatever it may have been in the past, it should be viewed now as a State situation, and it is the hope that the Office of Indian Affairs may be more and more able to work it out as a State situation.

Where the State and local community are anxious to handle the Indian school problem, the Federal Government should say "Amen."

Following are the suggested next steps in Federal cooperation with States on the problem of Indian education:

1. Furnish to the State education authorities the most recent accurate data we can get as to the location of Indian children of school age in their States.



A NEW PROGRAM FOR THEIR EDUCATION

The United States Government, finding the majority of the 340,000 Indians already fitting themselves into community life, asks the States to welcome the children into public schools. But meanwhile steps are being taken to improve the education given in Government Indian boarding schools.

2. Give every possible encouragement and help wherever State and local communities are willing and able to take over the schooling of Indian children.

3. Determine, after careful study of each existing boarding school situation, whether the school is one that should be closed soon, continued for some other purpose, or maintained indefinitely.

4. Put our existing Indian schools into a position where they constitute a real part of the educational

program of the State—using State courses of study wherever possible as a basis and meeting State requirements in so far as these are consistent with an education planned to meet the needs of Indian children.

5. Make better tuition arrangements—use tuition payments in particular as a means for getting a better quality of education for both whites and Indians: Better qualified teachers, health follow-up, hot lunch, visiting teacher (school social worker) to work between the school and the home.

6. Develop a more modern type of supervision: (a) Supervisors from the Indian Office who seek to help the people in the field, rather than merely to inspect; these supervisors to visit public and private schools which enroll Indian children, as well as Government Indian schools. (b) In States where numbers warrant, a State supervisor of Indian education as part of the staff of the department of public instruction, working directly under the State superintendent or commissioner of education.



Seek Hints for Hyderabad University

The Commissioner of Education and officials of the division of colleges and professional schools of the Office of Education had the pleasure of receiving last month two distinguished visitors from India, S. Zainuddin H. Khan and S. Ali Raza, of Hyderabad, Deccan, India, who are on a mission representing the Nazim of Hyderabad, who is interested in establishing a State institution of higher education in his capital. These gentlemen have visited the leading colleges and universities of the United States as well as of other foreign countries. They will report their findings as to the best methods of university organization and university housing. The proposed university plant will occupy a tract of land of nearly 2,000 acres near the city of Hyderabad.

School enrollment of Indian children

[Year ending June 30, 1930; some of the figures are estimates]

State	Indian children 6 to 18	Enrolled in some school	Percentage enrolled	Public school	Government boarding school on the reservation	Other Government boarding schools	Government day schools	Mission and private schools
1	2	3	4	5	6	7	8	9
Oklahoma.....	37,235	25,322	70	19,621	2,472	1,704		1,525
Arizona.....	14,932	8,238	53	344	2,844	2,488	966	1,596
New Mexico.....	8,884	4,850	54	108	1,301	1,538	1,189	714
South Dakota.....	7,592	5,719	75	2,021	870	1,307	743	778
Minnesota.....	5,261	4,499	85	3,034	375	575		518
California.....	4,924	2,941	59	1,907	208	601	182	43
Montana.....	4,529	3,790	84	2,109	445	507	238	431
North Dakota.....	3,733	2,294	62	1,022	303	606	78	285
Washington.....	3,676	1,878	53	1,206	178	275	64	95
Wisconsin.....	3,530	1,568	46	336	326	111	30	766
Nebraska.....	1,363	958	71	485		380		98
Nevada.....	1,272	823	65	323		281	219	
North Carolina.....	1,261	1,040	83	512	428	32	68	
Oregon.....	1,171	805	76	443	143	163	37	109
Idaho.....	1,024	850	83	353	251	90	15	141
Wyoming.....	571	495	86	125	102	31		235
Mississippi.....	534	170	32			20	150	
Kansas.....	518	320	61	80	113	202	21	9
Utah.....	437	350	80			62	86	
Michigan.....	372	275	73	100		55		120
Colorado.....	233	176	76	53		17	103	1
Florida.....	194	14	7				14	
Iowa.....	122	62	51	9		53		
Total.....	103,368	67,525	65	34,408	10,368	11,098	4,205	7,456

¹ It is claimed that several thousands are in city and town schools, not included in this total.

Course In Coaching a Success at University of Illinois

Pioneer School Demonstrates that it is not Necessary to be a "Star" Athlete to Become a Qualified Director of College and High-School Sports

By GEORGE HUFF

Director of Physical Welfare, University of Illinois

THE Four-Year Course in athletic coaching and physical education at the University of Illinois was established in 1919 in the curriculum of



GEORGE HUFF

Director of Physical Welfare,
University of Illinois

the College of Education to elevate the standards of coaching and physical education. Although a few universities previously offered limited work in physical education, practically no attention had been given to the coaching of competitive sports and it is fair to say that the Illinois course was the first to combine instruction in competitive sports and physical education.

The course, then regarded by some as a somewhat revolutionary experiment in education, is now in its twelfth year and its success has justified our belief that there was a field for it which a university could properly occupy.

In 1914 the university had established a short course for coaches in connection with the summer session. This was for the benefit of men already engaged in coaching and physical education, who desired to "brush up." Our instructors were impressed by the lack of training betrayed by many of these men.

Bureau Places Graduates

This was not strange since at that time few young men made special preparation for coaching as a life-work. The average coach's playing experience, if any, was limited to one sport. In most instances the young coach began without the foundation expected of those entering other professions.

The idea that men in coaching should prepare for such work is now generally accepted and other institutions offer similar courses.

The registration, which was 68 for the opening year, 1919-20, has gradually increased. For the present school year there are approximately 400 students.

To-day there are more than 350 graduates employed by universities, colleges, and high schools throughout the United States. Their teams are making excellent and, in many instances, exceptional records. Most graduates, in addition to coaching teams, are carrying on programs of physical education and intramural athletics and some are devoting themselves entirely to this work. They are establishing systems of "athletics for all" in colleges, high and grade schools, and arousing greater interest in healthful sport and recreation.

Degree in Physical Education

A coaches' placement bureau is maintained which gives free service to employers and graduates and makes recommendations based on careful estimates of the abilities of the graduates by instruc-

tors. This year the bureau will endeavor to place about 70 graduates.

The late Charles E. Chadsey, dean of the College of Education, made this statement, which is of interest as reflecting the viewpoint of the educator:

This curriculum is under the general direction of the College of Education and naturally I have been in close touch with it since it was established. It has been most gratifying to see the sincere, honest purpose of the athletic department reflected in the deep interest of the students as the well thought-out combined program of athletic and academic education has been efficiently developed; to note a constantly increasing appreciation by principals of the value of this course as evidenced by their cooperation with us and to observe that our graduates are successfully utilizing the knowledge and ideals which have been imparted to them.

The university awards the degree of bachelor of science in physical education to graduates who are required to offer 136 hours of credit, as follows: 41 hours—athletic coaching and physical education; 33 hours—rhetoric and composition, rhetoric and literature, journalism, public speaking, anatomy, physiology, and hygiene; 25 hours of education—principles of secondary education, school program in physical education, history, systems and theories of physical education, technic of teaching, educational psychology, and psychology of athletics or psychology.

The remaining hours necessary to complete the requirements for graduation must be selected from subjects other than coaching and physical education. It is also required that students select in their academic electives at least 16 hours in one or more special subjects, the purpose being to enable them to teach, since most high schools ask for coaches and physical educators who are also qualified in classroom subjects.

No Credit For Varsity Play

The subjects in athletic coaching and physical education, which are taught by the varsity coaches, members of the physical education faculty, and others, some 34 persons in all, are as follows: Football, baseball, track and field athletics, basketball, wrestling, boxing, swimming, calisthenics, single-line marching and gymnastic dancing, gymnastic stunts, health education and corrective gymnastics, training and first aid, recreational activities, organization and administration of

ILLINI CODE OF SPORTSMANSHIP

A true Illini sportsman:

1. Will consider all athletic opponents as guests and treat them with all of the courtesy due friends and guests.
2. Will accept all decisions of officials without question.
3. Will never hiss or boo a player or official.
4. Will never utter abusive or irritating remarks from the sideline.
5. Will applaud opponents who make good plays or show good sportsmanship.
6. Will never attempt to rattle an opposing player, such as the pitcher in a baseball game or a player attempting to make a free throw in a basketball game.
7. Will seek to win by fair and lawful means, according to the rules of the game.
8. Will love the game for its own sake and not for what winning may bring him.
9. Will "do unto others as he would have them do unto him."
10. Will "win without boasting and lose without excuses."

physical education, experimental methods in athletics, and psychology and athletics.

Theory and practice are combined in the athletic courses. It is not necessary to be a "star" athlete to make good in the course and become a successful coach. Playing on varsity teams is permitted to students, but since only a small minority of graduates had varsity experience, the general success of the graduates demonstrates that, helpful as it is to be a member of a varsity team, it is not a necessary qualification of a good coach.

Students, however, must have sufficient ability to participate in the practice courses where games are actually played. There is no connection between varsity practice and work in the course. Practice is entirely separate from varsity practice and no credit of any kind is given for playing on a varsity squad.

Have Summer Course Also

In their junior and senior years students assist in coaching freshman squads in various sports, teach in the regular gymnasium classes for calisthenics and mass athletics, and assist in conducting the

letics." That kind of boy would not be any good in the course where students must put in just as hard and conscientious work as in any other department. To-day the requirement in education is for men of high character with cultural as well as athletic training, men who are well trained and the type to whom educators will be glad to entrust the moral and physical welfare of their pupils. To assist in developing men who can fill these requirements is the objective of the Illinois course.

Ask Radio Channels for Educational Institutions

Reservation of a minimum number of radio broadcasting channels for the exclusive use of educational institutions over a period of five years is the most recent plan of the National Committee on Education by Radio, according to an announcement by Joy Elmer Morgan, chairman.

It is the endeavor of the committee to secure by a Congressional bill amending

Universities; Rev. Charles A. Robinson, S. J., Jesuit Educational Association; Charles N. Lischka, National Catholic Educational Association; Dr. John H. McCracken, American Council on Education; and Dr. J. L. Clifton, National Council of State Superintendents and Commissioners of Education.

The following bill indorsed by the committee has been introduced by Senator Simeon D. Fess of Ohio:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the second paragraph of section 9 of the radio act of 1927, as amended by an act entitled "An act continuing for one year the powers and authority of the Federal Radio Commission, under the radio act of 1927, and for other purposes," approved March 28, 1928, is amended, by adding at the end of said paragraph, as amended, the following:

Not less than 15 per cent, reckoned with due weight to all factors determining effective service, of the radio broadcasting facilities which are or may become subject to the control of and to allocation by the Federal Radio Commission, shall be reserved for educational broadcasting exclusively and allocated when and if applications are made therefor, to educational agencies of the Federal or State Governments and educational institutions chartered by the United States or by the respective States or Territories.

Organize to Link Americas Intellectually

The Executive Committee of the American Council of Intellectual Cooperation, under the chairmanship of Ray Lyman Wilbur, Secretary of the Interior, held its first meeting on November 4 and effected organization.

The executive committee, in addition to its chairman, Secretary Wilbur, is composed of the following members: Dr. Frank Aydelotte, president of Swarthmore College, Swarthmore, Pa.; Dr. Isaiah Bowman, director, American Geographical Society of New York, New York City; Dr. William John Cooper, Commissioner of Education, Washington, D. C.; Dr. Stephen P. Duggan, director, Institute of International Education, New York City; Dr. John C. Merriam, president, Carnegie Institution of Washington, Washington, D. C.; Dr. Ellen F. Pendleton, president, Wellesley College, Wellesley, Mass.; Dr. James Brown Scott, secretary of the Carnegie Endowment for International Peace and president of the American Institute of International Law. The committee completed its organization by the election of Dr. James Brown Scott as secretary.

The council is a branch in the United States of the Inter-American Institute of Intellectual Cooperation, created by the sixth of the Pan American conferences, meeting in 1928 at Havana.

For many years there has been an exchange of students and professors between the United States and various countries of South and Central America, as well as along other scientific and cultural lines.



THE BASKET-BALL CLASS MEETS ON THE BASKET-BALL FLOOR

More than 350 graduates of the University of Illinois pioneer course in coaching are now employed by universities, colleges, and high schools throughout the United States. They are establishing systems of "athletics for all" and are arousing greater interest in healthful sport and recreation.

classes in practical work in calisthenics, gymnastic dancing, single-line marching, mass recreation, and medical gymnastics. They also coach intramural teams.

The four-year course should not be confused with the summer course for coaches, also given by the University of Illinois. The summer course is for men already engaged in coaching who come for a brief, intensive review of sports and athletic subjects.

A high-school principal once recommended a boy for the course "because he was not good in anything except ath-

the radio act of 1927, at least 15 per cent of all broadcasting channels for educational use.

Committee members named by William John Cooper, United States Commissioner of Education, are: Joy Elmer Morgan, National Education Association, chairman; R. C. Higgy, Association of College and University Broadcasting Stations; Dean H. J. Umberger, radio committee of the Association of Land-Grant Colleges and Universities; J. O. Keller, National University Extension Association; Dr. A. G. Crane, National Association of State

Hoary Old Williamsburg Builds a Modern School

By HELEN FOSS WEEKS

Professor of Education and Director of Supervised Teaching, College of William and Mary

ELEMENTARY AND SECONDARY education for boys and girls of Williamsburg, Va., and laboratory facilities for the school of education of the College of William and Mary in that city, are provided by a new cooperative enterprise—Matthew Whaley School—recently opened for the first time.

As the result of 6 years' consideration and planning, the school is an actuality, established through the combined efforts of the Williamsburg City School Board and William and Mary College. Approximately equal ownership is held in the building and grounds by the city and the college, and they jointly finance and control the operation of the new institution of learning.

The name is in honor of Matthew Whaley, son of James Whaley and Mary Page Whaley, who died in Williamsburg, September, 1705, at the age of 9 years. Mary Page Whaley at her death in January, 1742, "gave the schoolhouse, its appurtenances and land to the minister and church wardens of the parish of Bruton, 'to teach the neediest children of the same parish who shall be offered in the art of reading, writing, and arithmetick,' and also for the purpose of 'eternalizing Matthey's School by the name of Matthey's School forever'; she gave, in addition, 50 pounds of sterling, and the residue of her estate" after provision had been made for other obligations. Approximately 500 pounds was the ultimate share for the "Matthey School."

In its architecture the building conforms to the early colonial type. It stands on property adjoining the former gardens of the colonial governor's palace.

The interior arrangement of rooms is such that elementary-school pupils, high-school pupils, and student teachers may be accommodated. Each of the eight elementary classrooms has connected with it a room 12 by 23, which provides space and facilities for various types of supplementary work appropriate to the grade of children using it—discussion, painting, construction, modeling, and the like. A similar provision is made for each two of the eight classrooms in the high school. These supplementary rooms are also designed for use in connection with the work of the student teachers.

Two so-called activities rooms, slightly larger than the regular classrooms which are equipped with a small stage and folding chairs, are being used for music,

informal dramatic performances, and other activities for which the classrooms are not well adapted. The flexible seating plan makes possible the maximum of adjustment to various class interests and activities.

Class work is also carried on in a science laboratory with connecting greenhouse, two home economics laboratories with a model apartment, a general shop, an art room, library, gymnasium with folding partition to accommodate two classes at the same time, and a playground of 8 acres. A cafeteria, auditorium seating 600, offices for principal, secretary, and supervisors, infirmary, teachers' rest room, reception room, and book room about complete the list of rooms in the new structure. Each section is modernly equipped to the fullest extent.

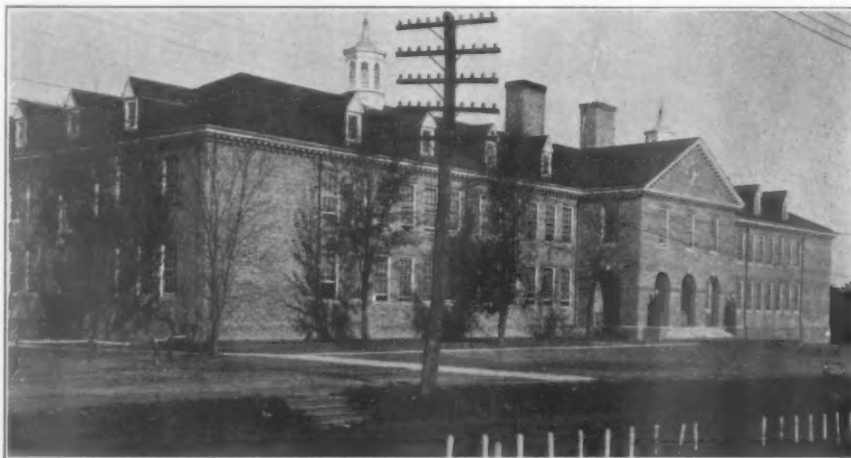
Close relationship between the college and the Matthew Whaley School, which is necessary for the successful operation

The school is truly a cooperative enterprise. Cooperation was the keynote in planning, in financial backing, and is now in support, in ownership, and in supervision. A bronze tablet in the main lobby of the building clearly conveys the true spirit of the new institution: "The Matthew Whaley School, an Expression of the Spirit of Cooperation of the Citizens of Williamsburg and the College of William and Mary, Dedicated to the Youth of This Community that in This Spirit They May Learn to Live More Abundantly."



Baltimore's School for Printers

Ottmar Mergenthaler School of Printing, a unit of Baltimore public-school system, is an efficient training center for Baltimore's printing trades. Four nights a week, and six months a year, about 150 "apprentice printers" receive training at this school. The standard of workmanship at Mergenthaler is equal to that of the better shops of the city. Teaching procedure is based on United Typothetae Standard Apprentice Course of Study.



THE MATTHEW WHALEY SCHOOL, NAMED FOR A COLONIAL BOY

In September, 1705, a boy named Matthew Whaley died at the age of 9. His mother, at her death, gave £500 for a school to teach the "neediest children . . . in the art of reading, writing, and arithmetick." So old Williamsburg, when it built a new school with activity rooms, a greenhouse, and other modernities, bound the school to colonial tradition with an old name, Matthew Whaley School.

of such a scheme of joint responsibility as has been agreed upon, is being furthered in every possible way. Methods courses offered by the school of education in respective subjects are being given by high-school department heads. They, together with certain other high and elementary school teachers, act as supervising teachers for the students taking supervised teaching. Professors of education at the college who act as directors of supervised teaching, are elected by the school board as supervisors of instruction in the school.

Wisconsin's Two-Year Kindergarten Course

Because so many children go to kindergarten for two years in Wisconsin, both 4 and 5 year-olds admitted under the law, a course of study has been developed in an endeavor to prevent a duplication of the program in the second kindergarten year. A committee appointed especially to work out a curriculum to meet the needs of the children in that State prepared a course of study which has been very successful in practice.



New Government Publications Useful to Teachers



Drawing by Charles Sasoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Light frame house construction. 1930. 216 p., illus. (Federal Board for Vocational Education. Trade and Industrial Series No. 41. Bulletin No. 145.) 40¢.

The best methods to use in building a small frame house in the most economical and serviceable way told in a simple, readable style. Text accompanied by 163 illustrations, mostly working diagrams, which add greatly to the value of the bulletin. Of especial interest to apprentice and journeyman carpenters. (Manual training; Vocational education.)

Prevention of disease and care of the sick. 1930. 318 p., illus. (Public Health Service, Miscellaneous Publication No. 17.) 75¢.

Tells how to keep well and what to do in case of sudden illness, including first aid to the injured. In many instances gives brief notes on after treatment. (Health education; Public Health; Community civics; Social service work.)

Vocational rehabilitation of the disabled—What it is and what it means. 1930. 12 p. (Federal Board for Vocational

Education, Vocational Rehabilitation Series No. 17.) 5¢.

Outlines briefly some of the outstanding data on the rehabilitation work now carried on by the States with respect to problems involved, scope of the program, and economic significance. Also gives methods of accomplishing rehabilitation, typical cases, returns on the investment of public funds, and the experience of the disabled after rehabilitation. (Vocational education; Education of exceptional children.)

Supervised or directed practice in evening agricultural schools. 1930. 22 p. (Federal Board for Vocational Education. Monograph No. 9.) 5¢.

Cases are presented to show desirable supervised or directed practice. Interpretations are made, general principles discussed, and suggested record and report forms for evening schools are included. Specifically directed to vocational teachers of agriculture, to agricultural teacher trainers, and to State supervisors of agricultural education. (Vocational education; Adult education; Teacher training.)

The world's exports of coffee. 1930. 41 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 110.) 10¢.

Production and exportation of coffee on a commercial scale discussed. Data on Brazil, as well as 33 other countries of the world, included in the study. (Economics; Geography.)

Mineral resources, 1929, pt. 2—Asbestos, p. 195–207; Sulphur and pyrites, p. 175–194; Tale and soapstone, p. 219–227. (Each section 5¢.) Silver, copper, lead, and zinc in the Central States, p. 143–177. 10¢.

(Geology; Mineralogy; Economics.)

Present practices in vocational industrial teacher-training institutions of granting college credit for trade experience, for teaching experience in trade schools, and for supervisory and administrative experience in vocational education. 1930. (Federal Board for Vocational Education. Trade and Industrial Series No. 43, Bulletin No. 152.) 52 p. 10¢.

(Vocational education; Industrial education; Teacher training.)

Intensities of odors and irritating effects of warning agents for inflammable and poisonous gases. 1930. 37 p., illus. (Bureau of Mines, Technical Paper 480.) 10¢.

A study of the physiological effects and nasal and eye irritations caused by concentrations of

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

various types of gases. (Chemistry; Public health; Safety education.)

Ventilation of the large copper mines of Arizona. 1930. 145 p., illus. (Bureau of Mines, Bulletin 330.) 35¢.

Mining methods, openings, ventilation, etc., for 11 large copper mines, all of which, with the exception of one, are in Arizona, the largest copper-producing area in the world. 42 illustrations. (Mining engineering; Geography; Economics.)



Photography by U. S. Forest Service.

VENTURING TO A SETTLEMENT FOR FOOD

National forests are the haven of wild life. The relation of these forests to fur trading, irrigation, water flow, the lumber industry, the livestock industry, hydroelectric power, etc., is well shown in the following bulletin useful for classes studying forestry, geography, or conservation.

What the national forests mean to the intermountain region. 1930. 22 p., illus. (United States Department of Agriculture, Miscellaneous Circular No. 47.) 10¢.

Information relating to United States coins and medals. 1930. 8 p. 5¢.

All about current coins, date of authorization act, and date struck; occasion, size, and designer of commemorative and memorial coins, also general information and price list. (History; Art education.)

Birds and wild animals. (Price List No. 39, listing Government publications.) 9 p. Free.

Fishes, including publications relating to shellfish, lobsters, and sponges. (Price List No. 21, listing Government publications.) 12 p. Free.

Handy books. (Price List No. 73, listing Government publications.) 15 p. Free.

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Army and Militia—Aviation and pensions. (Price List No. 19, listing Government publications.) 44 p. Free.

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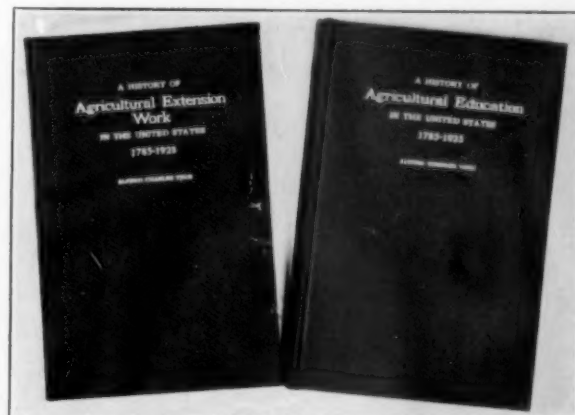
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*If your school celebrates it as usual
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ARBOR DAY: ITS PURPOSE AND OBSERVANCE

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United States Department of Agriculture

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